



Lemira Elementary

952 Fulton Street
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	538 Students	
Principal	Delcia Harper-Baxter	803-775-0658
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Excellent*
2008	Below Average	Good
2007	Below Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

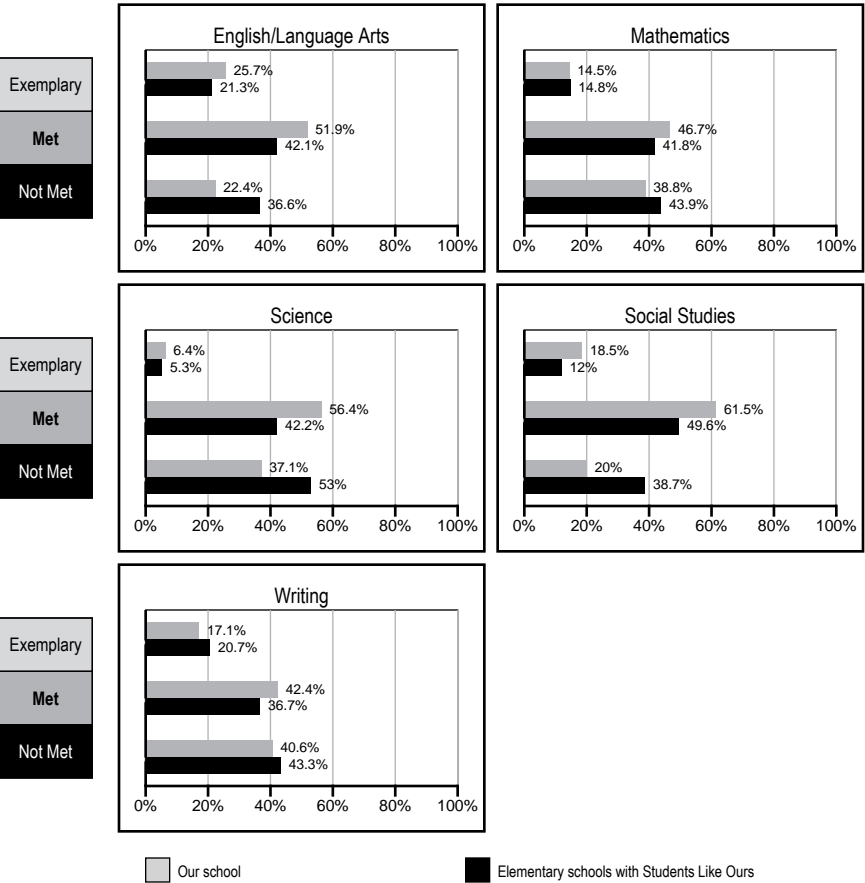
97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	55	52	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=538)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Down from 4.5%	2.5%	1.9%
Attendance rate	95.5%	Down from 95.6%	96.0%	96.3%
Eligible for gifted and talented	0.8%	Up from 0.4%	2.8%	10.0%
With disabilities other than speech	10.2%	Up from 10.1%	7.4%	7.7%
Older than usual for grade	2.2%	Up from 1.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	54.3%	Up from 48.9%	57.1%	59.4%
Continuing contract teachers	80.4%	Up from 70.2%	70.7%	80.0%
Teachers with emergency or provisional certificates	2.5%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 85.3%	81.5%	85.9%
Teacher attendance rate	95.5%	Up from 93.8%	95.2%	95.1%
Average teacher salary*	\$43,524	Up 2.7%	\$45,710	\$47,149
Professional development days/teacher	28.3 days	Down from 36.7 days	10.7 days	11.1 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	11.4 to 1	Down from 13.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 88.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,519	Up 8.5%	\$8,673	\$7,458
Percent of expenditures for instruction**	69.9%	Up from 69.3%	68.4%	68.8%
Percent of expenditures for teacher salaries**	63.4%	Up from 61.1%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This year, we were focused and determined to empower all of our students to be college bound. The "College Bound" initiative as well as standards based instructional activities reinforced the importance of learning as a lifelong process. Differentiated instruction was addressed through daily flexible instructional focus groups. Students were given opportunities to work with peers across the grade level throughout the year.

We continued to use data to drive instruction. Stakeholders participated in monthly data meetings in order to review all available data to create a plan of action in order to increase student achievement. The data room was updated regularly with information relating to attendance, discipline, testing, and parent/family involvement.

Professional development remains top priority at Lemira. Teachers participated in three professional book studies through technology, teacher presentations, and hands-on experiences. Other professional development opportunities such as the use of promethean boards, united streaming, and journaling were effective.

There was significant increase in family involvement this year. Attendance for workshops, conferences, and PTO meetings was higher than previous years. We also experienced an increase in parent/family volunteers.

Zan Tracy Pender was our Teacher of the Year. A National Board Certified Teacher/Counselor, he engages students in both classroom and small group guidance activities. Mr. Pender was the South Carolina Mental Health Association's Volunteer of the year. He also wrote a grant request and was awarded \$4,715.00 from the Ethnic Local Church Concerns Committee of the SC Conference of the United Methodist Church. This grant enhanced Lemira's Stepping to Success program to enrich academic tutoring and improve self-esteem.

Lemira Elementary School is a proud recipient of the 2009 Palmetto Silver Award.

Working with parents and community, we are dedicated to developing the whole child as a productive, competent member of society through challenging, learning opportunities. We look forward to us working together to make Lemira one of the best schools in the nation!

Delcia Harper-Baxter, Principal
Leslie Dowling, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	65	50
Percent satisfied with learning environment	100.0%	93.7%	81.3%
Percent satisfied with social and physical environment	100.0%	92.3%	80.0%
Percent satisfied with school-home relations	75.0%	92.3%	84.8%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP-DELAY

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	231	100	22.4	51.9	25.7	89.3	84.2	82.8	Yes	Yes
Gender										
Male	115	100	25.7	45.7	28.6	86.7	80.9	79.3	N/A	N/A
Female	116	100	19.3	57.8	22.9	91.7	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	11	100	N/AV	N/AV	N/AV	100	93.9	89.5	I/S	I/S
African American	212	100	23.1	53.8	23.1	89.2	80.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	37	100	28.6	51.4	20	80	59.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	24.1	51.8	24.1	88.4	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	231	100	38.8	46.7	14.5	76.6	77.3	78.9	Yes	Yes
Gender										
Male	115	100	32.4	53.3	14.3	78.1	75.2	77	N/A	N/A
Female	116	100	45	40.4	14.7	75.2	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	11	100	N/AV	N/AV	N/AV	100	91.3	87.2	I/S	I/S
African American	212	100	40.5	45.1	14.4	75.9	70.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	37	100	N/AV	N/AV	N/AV	60	46.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	41.2	45.7	13.1	75.4	71	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	149	99.3	36.7	56.8	6.5	63.3	67.4	67.5
Gender								
Male	73	98.6	31.3	58.2	10.4	68.7	68.3	67
Female	76	100	41.7	55.6	2.8	58.3	66.5	68
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	86.8	79.5
African American	135	100	39.7	55.6	4.8	60.3	58.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	48.1	44.4	7.4	51.9	34.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.2	59.6
Socio-Economic Status								
Subsided meals	136	99.3	38.6	55.9	5.5	61.4	58.8	55.1

Social Studies								
All Students	148	98.7	19.4	61.9	18.7	80.6	73.4	72.3
Gender								
Male	81	97.5	16.9	59.2	23.9	83.1	73.7	71.5
Female	67	100	22.2	65.1	12.7	77.8	73.2	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	86.3	80.7
African American	136	98.5	21.3	63.9	14.8	78.7	67.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	21	95.2	21.1	68.4	10.5	78.9	45.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	72.7	67.9
Socio-Economic Status								
Subsided meals	133	99.3	20.7	60.3	19	79.3	66.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	230	100	40.6	42.4	17.1	59.4	66.6	70.2	95.5	95.9
Gender										
Male	116	100	47.2	38.9	13.9	52.8	59.4	63.2	95	95.7
Female	114	100	33.9	45.9	20.2	66.1	74.2	77.5	96	96.2
Racial/Ethnic Group										
White	11	100	18.2	45.5	36.4	81.8	84.2	79.1	91.5	95.8
African American	210	100	41.6	42.1	16.2	58.4	58.5	57.6	95.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	86.2	N/A	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.4	62.6	96.7	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
Disability Status										
Disabled	39	100	78.9	18.4	2.6	21.1	19.5	26.1	94.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	56.9	61.2	96.8	96.1
Socio-Economic Status										
Subsidized meals	213	100	43.8	40.3	15.9	56.2	57.6	58.9	95.4	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	88	100	26.3	46.3	27.5	73.8
	4	66	100	24.6	47.5	27.9	75.4
	5	77	100	16.4	61.6	21.9	83.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	88	100	57.5	32.5	10	42.5
	4	66	100	24.6	57.4	18	75.4
	5	77	100	30.1	53.4	16.4	69.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	97.7	48.7	46.2	5.1	51.3
	4	66	100	32.8	59	8.2	67.2
	5	39	100	30.8	64.1	5.1	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	44	97.7	17.9	59	23.1	82.1
	4	66	98.5	13.1	68.9	18	86.9
	5	38	100	32.4	52.9	14.7	67.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	86	100	40.7	35.8	23.5	59.3
	4	67	100	39.7	46	14.3	60.3
	5	77	100	41.1	46.6	12.3	58.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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